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ABSTRACT

Since 1969, the Oregon State Board of Education has undertaken to reverse the trend toward providing a single, rigid program for all students, regardless of their abilities, interests, needs, or learning styles. The new standards focus on the concept of providing students an opportunity to learn and demonstrate specific "survival" competencies. Each district must clarify to its own satisfaction the point of view of "survival" in order to identify the basic skills and abilities that all students should acquire as a result of public schooling. Following adoption of the new high school graduation requirements for Oregon public schools, teachers and administrators joined with State Deparement of Education specialists in identifying and describing the minimum or "survival" competencies every student should have on completion of 12 years public schooling. Identification of these competencies was meant to provide all districts with models to be used in selecting and describing those competencies essential to assure all students survival level functioning--at individual, wage-earner, and citizen levels. (Author/WM)

ED 085866

oregon graduation requirements

MODELS AND GUIDELINES FOR
SOCIAL RESPONSIBILITY EDUCATION
Section III

Prepared by:
GRADUATION
REQUIREMENTS TASK FORCE
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Published by:
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Dale Parnell, Superintendent
Public Instruction

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FOREWORD

Dear Colleague:

On September 22, 1972, the Oregon State Board of Education passed new Minimum State Requirements for School Graduation. Three years of effort, discussion, review, and redrafting were involved in the development of these graduation standards. The large number of people in and out of the educational community who reviewed preliminary drafts and reported their findings had a significant impact on the final product. That counsel and advice was extremely valuable in improving and forming the document.

The new standards allow districts new alternatives in designing local programs. Some of these alternatives are: credit by examination, off-campus study, multiple approaches to course design, waivers of attendance requirements, and certificates of competency. The new credit requirements deserve your attention, as do the performance requirements.

This publication contains models and guidelines designed to help districts develop local implementation plans. By July 1, 1974, districts are asked to file their plans for State Board approval. Entering freshmen in the fall of 1974 will, as the class of 1978, be the first students to receive their secondary education under the new standards.

It is important for Oregon administrators and teachers to recognize that survival level competencies in the three areas of study defined by the State Board can be identified in, or added to, ongoing programs and courses if the district does not wish to attempt a total reorientation of its curriculum.

Cordially,

Dale Parnell

Dale Parnell
Superintendent
Public Instruction

ACKNOWLEDGMENTS

Approximately 350 Oregon educators worked on the development of the guidelines and models that are presented here. It is not possible to acknowledge the contributions of each person by name, but it is possible to give special recognition to individuals who played key roles.

From November 1972 to May 1973 the ground work was developed by six project groups:

> Those projects were directed by Earl Anderson, Executive Director, Metropolitan Administrative Service Center, Tri-County Project; Don Bunyard, Vice Principal, Marshfield Senior High School, Coos Bay Project; Eldon Blanford, President, Trico League, Trico League Project; Erwin Juilfs, Director of Education, Eugene Project; Jerry Killingsworth, Director of Curriculum, Klamath Falls Project; Chuck Porfily, Director, Vocational Education, Lebanon Project.

The six project reports were synthesized in late May by a 50-member team of project members and State Department of Education staff.

> Team leaders for this phase included: Administration, Les Adkins, State Department of Education; Personal Development, Eleanor Baker, Inter-Disciplinary Education Coordinator for Marshfield Senior High School, Coos Bay; Social Responsibility, W.R. Nance, State Department of Education; Career Development, Chuck Porfily, Director of Vocational Education, Lebanon.

Two weeks of revision and rewriting were accomplished by a team of writers.

> Those individuals were: Administration Section, Earl Anderson, Metropolitan Administrative Service Center; Personal Development Section, Carroll Cone, North Bend District; Social Responsibility Section, Sharon Case, Multnomah County IED; Career Development Section, Chuck Porfily, Lebanon District.

Editing for final publication was done by Evelyn Gunter, Dissemination Specialist, ESEA, Title III, in cooperation with State Department of Education specialists for each of the program areas listed in the Technical Assistance Directory.

Dave Curry, Specialist for Secondary School Administration, had general responsibility for overall coordination of the activities and the publication of the finished guidelines and models.

The guide and models were produced, in part, with ESEA, Title III funds.

This was both an exciting and difficult effort. The cooperation, creativity, and commitment of all who contributed is gratefully acknowledged.

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INTRODUCTION

RATIONALE FOR MODEL DEVELOPMENT

Following adoption of the new high school graduation requirements for Oregon public schools, teachers and administrators in local districts joined with State Department of Education specialists in identifying and describing minimum or "survival" competencies which every student should have upon completion of 12 years of public schooling.

This was done to provide all districts with models which could be used in selecting and describing the competencies they would consider as essential, to assure survival level functioning as an individual, a wage-earner, and a citizen.

The Oregon Board of Education has singled out three areas of study at the secondary level which are most likely to develop the competencies needed to fill these three roles:

Personal Development Education. The State Board has said that to survive and grow as an individual it is necessary to have:

1. Basic skills—reading, writing, computing, listening, speaking, and analyzing.
2. Understanding of scientific and technological processes.
3. Ability to develop and maintain a healthy mind and body.
4. The skills, confidence, and interests to remain a lifelong learner.

Social Responsibility Education. Good citizenship, as defined in the graduation requirements, means ability to behave responsibly:

1. As a participant in community, state, and national government.
2. In personal interactions with the environment.
3. On the streets and highways.
4. As a consumer of goods and services.

Career Development Education. To survive and advance in any career area, students should develop:

1. Good work habits.
2. Positive attitudes toward work.
3. Ability to maintain good interpersonal relationships.
4. The ability to make appropriate career decisions.
5. Entry-level skills for their chosen career fields.

It is in these three areas of study, then, that model program goals, competency statements, and performance indicators have been developed.

It is important for Oregon administrators and teachers to recognize that survival level competencies in the three areas of study defined by the State Board can be identified in, or added to, ongoing programs and courses if the district does not wish to attempt a total, or even partial, reorientation of its curriculum.

With these things in mind, a district may choose:

Option A: To adopt the program goals, competencies, and performance indicators contained in this document, as a beginning for planning related instruction.

Option B: To adapt the model statements, making desired alterations, additions, or deletions in accordance with the district's educational philosophy.

Option C: To develop different goals, competency requirements, and performance indicators which more nearly express the community's definition of what the outcomes of a "survival level" education should be.

TERMINOLOGY

Levels of complexity and terminology of the models presented in this guide parallel those of the Tri-County Course Goals Project.* Program goals are stated at the same level of generality and competencies are, in effect, course goals. Therefore, districts can use both models in developing local goals.

*For copies of the Tri-County Course Goals Project materials, contact: Mr. Jack Allen, Director, Department of Curriculum, Multnomah County Intermediate Education District, P.O. Box 16657, Portland, Oregon 97216.

Graduation Requirements Model Terminology	Tri-County Model Terminology	Level of Complexity
Program Goal	Program Goal	The student is able to apply the conventions of English grammar and usage in speaking and writing.
Competency	Course Goal	The student is able to use appropriate singular and plural verbs with corresponding singular and plural subjects.
Performance Indicator	Behavioral Objective (measurement, diagnosis, instruction)	Given 20 sentences, ten with plural subjects and ten with singular subjects, the student will identify the correct number form of the verb (is, are).
Method for Certifying Competency	Performance Objective or Criterion Referenced Test Item (measurement)	Given 20 sentences, ten with plural subjects and ten with singular subjects, the student will identify the correct number form of the verb (is, are) with at least 90 percent accuracy.

PERFORMANCE INDICATORS

A performance indicator is a description of student behavior which takes place within a prescribed setting. When a student is able to perform in certain specified ways, the teacher may assume that he has achieved the desired competency. The following example illustrates the relationship of the performance indicator to a competency and program goal:

Program Goal:	Students will be able to behave in a responsible manner when involved in traffic as pedestrians.
Competency (Course Goal)	The student can distinguish between safe and unsafe apparel for pedestrian travel.
Performance Indicator:	Given a list of colors and types of clothing, the student will identify those considered safest for pedestrian use in various conditions of weather and illumination.

A performance indicator is composed of two parts:

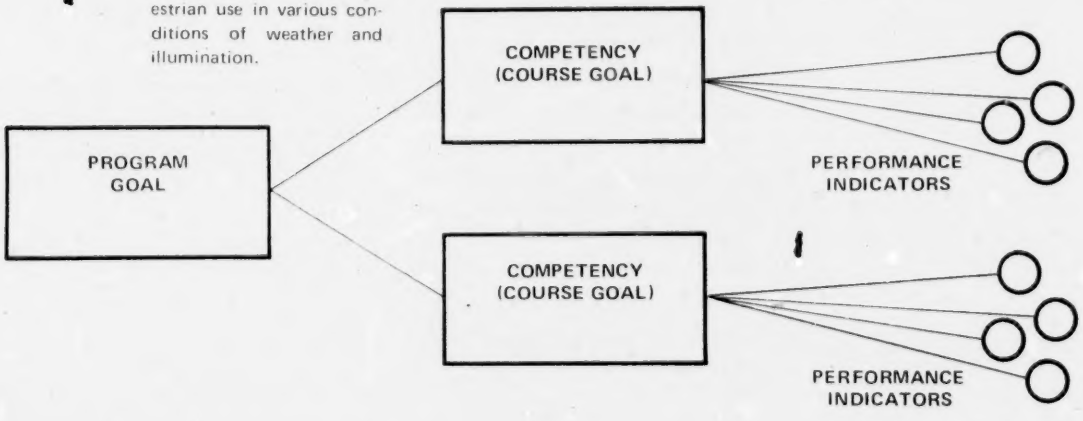
1. The *statement of performance* describes what the student will be doing: it suggests observable student behavior.

   "... student will identify the safest colors and clothing types ..."

2. The *referent condition(s)* describes under what circumstances the student will perform; it often implies both a learning and a testing activity.

   "... given a list of twenty colors and types of clothing ..."

Represented graphically, the relationship of performance indicators and goals looks like this:



Life teaches us that there is more than one way to be competent. The district that allows for individual differences among students by providing more than one set of performance indicators and more than one learning setting in which to receive information and training will be allowing students a fuller opportunity to develop the competencies they need.

Students in the current generation are often described as "experience poor;" they are more likely to read about an activity, or see it on television, than to engage in it personally. Assuming facilities and equipment are available, the student may learn best from "hands on" activities. For example, if the student is to demonstrate skills in riding a bicycle, obviously the learning activity should include the use of a bicycle. In such cases it would be unfair to pass judgment on a student's *manual skill* by means of a written essay or oral description. The thing to be performed in this case should be the *manual skill,* not the ability to read, write, or speak clearly. Other performance indicators do not demand direct student involvement. For example, if a student is expected to be able to identify the safest colors and types of clothing for pedestrian use, it would not be necessary for him to actually *wear* or *see* the clothing; a picture might suffice.

ADDITIONAL RESOURCES

In addition to the Tri-County Course Goals Project cited previously, the six pilot projects which dealt with the Minimum State Requirements for Graduation issued reports containing many sample program goals, competencies and performance indicators.

Districts may wish to contact the following project directors for copies of their reports (available at cost):

- Erwin Juilfs, Director of Education, Eugene School District 4J, 200 North Monroe Street, Eugene, Oregon 97402.
- Chuck Porfily, Director, Career Education, Lebanon High School, 60 Main Street, Lebanon, Oregon 97355.
- Jerry Killingsworth, Director of Curriculum, 475 South Alameda, Klamath Falls, Oregon 97601.
- Earl Anderson, Director, Metropolitan Administrative Service Center, 220 SE 102nd, Portland, Oregon 97216.
- Eldon Blanford, Principal, McKenzie High School, Finn Rock, Oregon 97401.
- Don Bunyard, Curriculum Vice-Principal, Marshfield Senior High School, Coos Bay, Oregon 97420.

Other resources include the following materials available from: The Documents Clerk, State Department of Education. (Most curriculum materials listed are available to Oregon schools at no cost.)

Career Development

**Accounting Occupations,* 1973, 227 p., $2.50

**Agriculture,* 1970, 150 p., $2.50

**Building Construction,* 1972, $2.50

**Clerical Occupations,* 1970, 134 p., $2.50

**Electricity-Electronics,* 1969, 149 p., $2.50

**Food Services Occupations,* 1970, 163 p., $2.50

**Forest Products,* 1972, $2.50

**Health Occupations,* 1970, 153 p., $2.50

**Industrial Mechanics,* 1969, 188 p., $2.50

**Marketing,* 1970, 170 p., $2.50

**Metals,* 1969, 181 p., $2.50

**Steno-Secretarial,* 1970, 91 p., $2.50

Social Responsibility

**Environmental Encounters:* A Handbook for Environmental Education in Oregon, 1973. (Publishing date in August.)

**Government in Oregon.* Teachers resource handbook on state and local government, 1971. $3.

**Personal Finance Education Guide,* 1972. $2.

***Your Chance to Live,* (grades 7-12), a no-cost survival and safety program. Contact Wendell Curry, Emergency Services and Defense Civil Preparedness Specialist, State Department of Education.

The program goals, competencies and performance indicators listed in the curricular components of the Guide are *samples only.* It is anticipated that educators throughout the state will develop additional performance indicators which are appropriate to the unique orientation and abilities of their students. As indicated previously, districts may adopt, or adapt, or develop new materials.

1.0 CITIZEN—COMMUNITY, STATE, NATION

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
1.1 Students will be able to accept responsibilities in social, economic, and political affairs.	**The student will be able to:**	
	1.1.1 Identify the values exhibited in typical individual behaviors and in legal codes.	**1.1.1.1** Given a description of an everyday event, the student *will list values exhibited by the participants.*
		1.1.1.2 Given appropriate case studies, the student *will identify values deemed so essential for group welfare that they have been made into laws.*
	1.1.2 Resolve value conflicts in meeting personal needs.	**1.1.2.1** Given cases or game situations concerning basic value conflicts, the student *will identify the values involved.*
		1.1.2.2 Given a list of five basic values, and several case situations descriptive of common value conflicts, the student *will identify and defend the values which would guide his resolution of the conflicts.*
	1.1.3 Demonstrate respect for himself and others.	**1.1.3.1** Given opportunities to participate in group activities, the student *will demonstrate respect for others by taking his regular turn.*
		1.1.3.2 Given opportunities to participate in class activities, the student *will demonstrate positive feelings toward himself by volunteering for tasks.*
	1.1.4 Assume the roles and responsibilities of effective membership in common group activities.	**1.1.4.1** Given an opportunity to act as chairperson for a group meeting of peers, the student *will conduct the meeting and execute simple rulings according to Roberts Rules of Order.*
		1.1.4.2 Given a list of student responsibilities as identified by the local school district, the student *will list four which would apply to the role of spectator at an athletic contest.*
	1.1.5 Use voting as a means of participating in social, economic, and political decisions in his personal, school, and community life.	**1.1.5.1** Given a sample ballot used in a local, a state, and a national election, the student *will demonstrate voter performance procedures in accordance with instructions on the ballot.*
		1.1.5.2 Given the situation of an election held by a peer group organization, the student *will explain the issues and identify the values which determined his vote.*
	1.1.6 Use related historical information as a basis for solving current problems.	**1.1.6.1** Given case studies, the student *will explain three selected issues in the context of their historical development.*
		1.1.6.2 Given a selected number of everyday problems, the student *will know how to investigate historical solutions (successful or unsuccessful), as a basis for proposing solutions.*
	1.1.7 Find acceptable solutions to social conflicts in everyday life.	**1.1.7.1** Given descriptions of everyday conflict situations, the student *will observe and identify the sources of conflict.*
		1.1.7.2 Given descriptions of conflict situa-

1.0 CITIZEN–COMMUNITY, STATE, NATION

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
1.1 Students will be able to accept responsibilities in social, economic, and political affairs.		tions, the student *will identify and evaluate alternative solutions.*
	1.1.8 Categorize social agencies according to types of services provided.	**1.1.8.1** Given a list of agencies, the student *will identify those community or volunteer agencies which offer aid (e.g., fire department, Red Cross, county health department.)*
		1.1.8.2 Given descriptions of individuals in distress, the student *will explain how one seeks aid or volunteers aid in a community.*
	1.1.9 Recall the processes for arbitrating the rights and responsibilities of minority and majority groups in social interaction.	**1.1.9.1** Given a list of agencies and organizations, the student *will identify those which help protect the rights of minorities (e.g., Legal Aid Department, ACLU, Community Services Center, OEO).*
		1.1.9.2 Given case studies in which minority rights have been denied, the student *will suggest three methods of appeal (e.g., file a lawsuit, appeal to the appropriate board or commission or the public in an open hearing, write a letter to a newspaper).*
		1.1.9.3 Given case studies describing group action, the student *will explain the processes by which the groups brought about change.*
	1.1.10 Predict the effect of a widespread similarity in consumer activities upon the total economy.	**1.1.10.1** Given newspaper accounts of consumer activities, the student *will identify two forms of boycotting and estimate their effect on prices.*
		1.1.10.2 Given descriptions of consumer activities, the student *will identify three that cause scarcity or abundance of consumer items.*
	1.1.11 Describe the effect of individual productive activities upon the economy of a community.	**1.1.11.1** Given a list of occupations, the student *will identify jobs which he views as essential to the total economy.*
		1.1.11.2 Given appropriate case studies, the student *will relate employee production records to longevity of employment.*
	1.1.12 Relate personal use of governmental services to the payment of taxes.	**1.1.12.1** Given a list of paycheck deductions (e.g., workmen's compensation, state and federal income tax), the student *will explain the services they support.*
		1.1.12.2 Given a list of services, the student *will determine which are financed by taxes.*
		1.1.12.3 Given case studies describing governmental finance, the student *will analyze the sources of income for the various levels of government (e.g., income, sales, and property taxes).*
	1.1.13 Demonstrate his ability to obtain information on the issues and procedures for voting in an election.	**1.1.13.1** Given a voter registration form and sample ballot, the student *will demonstrate his understanding of the voting process by completing both.*

1.0 CITIZEN–COMMUNITY, STATE, NATION

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
1.1 Students will be able to accept responsibilities in social, economic, and political affairs.		**1.1.13.2** Given a list of various resources, the student *will identify three which provide information about the political decisions required (e.g., voter pamphlet, newspapers, and Oregon Blue Book).*
	1.1.14 Define his basic rights and responsibilities within the American legal system.	**1.1.14.1** Given a list of citizen rights, the student *will identify those which apply to an accused person.*
		1.1.14.2 Given an opportunity to participate in a mock trial, the student *will demonstrate his understanding of courtroom procedures and jury duty.*
		1.1.14.3 Given a specific Constitutional right, the student *will correctly explain its meaning and application to him as a citizen.*
		1.1.14.4 Given a series of case studies, the student *will determine which rights are protected by the Constitution and which are not.*
	1.1.15 Select appropriate governmental or political agencies to contact for assistance with basic problems or concerns.	**1.1.15.1** Given an opportunity to select an issue for which he feels support or concern, the student *will write a letter explaining his opinions to the appropriate elected representative at the local, state or national level.*
		1.1.15.2 Given a list of available governmental services, the student *will select one and describe the application procedure (e.g., driver's license, business license, building permit, public assistance, civil service job, etc.).*
	1.1.16 Describe the fundamental structure and function of government.	**1.1.16.1** Given a list of governmental agencies, the student *will construct a simplified chart illustrating the three major branches of national or state and place the agencies in their appropriate positions on the chart.*
		1.1.16.2 Given a list of problems or concerns, the student *will correctly select the county or city agency which would deal with each item.*
	1.1.17 Identify governmental decisions which require international involvement.	**1.1.17.1** Given case studies describing world and national problems, the student *will identify those which are being solved through international cooperation.*
		1.1.17.2 Given a list of local issues, the student *will identify those which have international ramifications.*
	1.1.18 Describe the basic characteristics of a culture.	**1.1.18.1** Given descriptions of several different cultures, the student *will identify three factors in each culture which set it apart from the other cultures.*
		1.1.18.2 Given a list of characteristics of the American culture, the student *will identify three which distinguish it from other cultures.*

1.0 CITIZEN–COMMUNITY, STATE, NATION

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
1.1 Students will be able to accept responsibilities in social, economic, and political affairs.	1.1.19 Explain the influence of sub-cultural groups.	**1.1.19.1** Given a list of several American values, the student *will identify those which are generally learned in the family setting.*
		1.1.19.2 Given a list of various American sub-cultural groups, the student *will identify those which influence his own opinions and actions.*

2.0 CITIZEN–ENVIRONMENTAL

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
2.1 Students will recognize problems which affect the interdependent life systems in the environment.	**2.1.1** Explain the causes and effects of various forms of environmental pollution.	**2.1.1.1** Given case studies of air (water, noise) pollution, the student *will identify the major causes.*
		2.1.1.2 Given descriptions of environmental pollution, the student *will describe the harmful effects of air (water, noise) pollution on human health.*
	2.1.2 Describe adverse and beneficial effects of common uses of chemicals.	**2.1.2.1** Given three cans or bottles of pesticides, the student *will read and explain warnings on the labels.*
		2.1.2.2 Given samples of some common household chemicals (detergents, bleaches, insecticides, etc.), the student *will briefly describe their harmful effects.*
	2.1.3 Predict the depleting effects of man's overuse of the finite natural resources of his environment.	**2.1.3.1** Given anecdotal data, the student *will explain two actions of people which have resulted in extinct or endangered wildlife species.*
		2.1.3.2 Given a list of mineral resources, the student *will identify two which are nearing the stage of almost total depletion.*
	2.1.4 Describe effects of overpopulation and urbanization on people and the environment.	**2.1.4.1** Given a list of environmental problems, the student *will identify three problems with which people in heavily urbanized areas must cope.*
		2.1.4.2 Given a list of areas in the state and nation, the student *will identify three areas where overpopulation is or threatens to become a serious problem.*
	2.1.5 Justify methods for conserving and restoring natural resources.	**2.1.5.1** Given an opportunity to participate in (or otherwise learn about) a recycling project, the student *will describe its positive results.*
		2.1.5.2 Given an opportunity to participate in (or otherwise learn about) a reforestation project, the student *will list two reasons to support such activities.*
	2.1.6 Justify man's need to preplan use of space and natural resources.	**2.1.6.1** Given a case study regarding land use planning, the student *will cite two reasons for its importance.*
		2.1.6.2 Given a list of governmental agencies, the student *will select two which have specific responsibility for land use planning.*
		2.1.6.3 Given a list of people or agencies involved in land planning (i.e., highway builders, camp planners, farmers, hunters, etc.), the student *will identify the particular interests of each.*
	2.1.7 Identify costs borne by society in coping with environmental problems.	**2.1.7.1** Given data, the student *will chart the estimated costs of litter control efforts to the local community.*
		2.1.7.2 Given data from a local industry on measures taken to control pollution, the

2.0 CITIZEN–ENVIRONMENTAL

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		student *will compare the costs of such measures with the results.*
2.2 Students will be able to analyze the costs and benefits of alternative solutions to environmental problems.	**2.2.1** Identify alternatives to activities which pollute the environment.	**2.2.1.1** Given a list of types of pollution, the student *will describe what their families can do to prevent such pollution.*
		2.2.1.2 Given a list of local pollution problems, the student *will develop information for posters which promote anti-pollution strategies.*
	2.2.2 Identify alternative solutions to the problems created by using harmful chemicals.	**2.2.2.1** Given a statement regarding the demand for insecticides and their effects upon the environment, the student *will identify and defend an alternative solution to the use of DDT.*
		2.2.2.2 Given a selection of household items, the student *will identify those containing harmful chemicals, determine their possible effects, and effective substitute materials.*
	2.2.3 Describe alternative solutions to the depletion of earth's finite natural resources.	**2.2.3.1** Given data regarding man's demand for energy sources, and the rapidly diminishing supply of petroleum, the student *will know how to investigate substitute sources of energy.*
		2.2.3.2 Given descriptions of wildlife game management, the student *will list two ways in which individual citizens can contribute assistance.*
	2.2.4 Describe alternative solutions to the problems of over-population and urbanization.	**2.2.4.1** Given a list of proposed solutions for urban problems, the student *will identify three concerned with combating over-population.*
		2.2.4.2 Given descriptions of mass transit systems, the student *will estimate the costs and benefits for people in an urban environment.*
	2.2.5 Identify the effects of actions which man is taking to preserve, restore, and recycle earth's natural resources.	**2.2.5.1** Given a description of Oregon's "bottle law," the student *will analyze its effect upon the statewide problem of litter.*
		2.2.5.2 Given an opportunity to participate in (or otherwise learn about) a recycling activity, the student *will describe its contribution to conservation of a natural resource.*
	2.2.6 Analyze alternate means of land and resource use planning.	**2.2.6.1** Given descriptions of alternative housing plans for an urban area, the student *will estimate the impact of each kind of development on the area.*
		2.2.6.2 Given suggested plans to use a fertile land area for highways, homes and industry, the student *will identify and defend a more acceptable alternative.*
	2.2.7 Justify his support of an alternative to present expenditures for the alleviation of ecological problems.	**2.2.7.1** Given two proposed solutions to a local environmental problem, the student *will determine which would be preferable from an economic point of view.*

2.0 CITIZEN–ENVIRONMENTAL

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		2.2.7.2 Given data, the student *will compare the cost benefits of current solid waste disposal with a proposed alternative for a community.*

3.0 CITIZEN–STREETS & HIGHWAYS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
3.1 Students will be able to function as responsible individuals when operating automobiles.	**3.1.1** Identify the major types of motor vehicle use in today's society.	**3.1.1.1** Given a list of motor vehicle uses, the student *will identify those which are recreational in nature.*
		3.1.1.2 Given a list of industries, the student *will identify at least five whose operation depends upon motor vehicle use.*
	3.1.2 Identify various forms of individual and mass transportation and the agencies which monitor them.	**3.1.2.1** Given a list of modes of transportation, the student *will identify at least one advantage of each mode.*
		3.1.2.2 Given a list of governmental agencies, the student *will identify those which are concerned with specific transportation needs.*
	3.1.3 Demonstrate a general knowledge of motor vehicle laws and codes.	**3.1.3.1** Given a list of local ordinances, the student *will identify at least four designed for traffic regulation.*
		3.1.3.2 Given a list of rules based upon the Uniform Vehicle Code, the student *will identify four which deal with the "right of way" concept.*
	3.1.4 Demonstrate a general knowledge of how natural laws relate to motor vehicle operation.	**3.1.4.1** Given a list of four natural laws (friction, inertia, etc.), the student *will select four and explain their effect upon motor vehicle control.*
		3.1.4.2 Given a list of adverse weather conditions, the student *will select five and describe appropriate driver conduct.*
	3.1.5 Demonstrate a basic understanding of the financial aspects of motor vehicle ownership and maintenance.	**3.1.5.1** Given a description of the Oregon financial responsibility law, the student *will list three basic insurance coverage provisions.*
		3.1.5.2 Given the terms, "down payment," "monthly payments," and "annual percentage rate of interest," the student *will define each term.*
	3.1.6 Identify the advantages of accepting personal responsibility for safe operation of vehicles.	**3.1.6.1** Given a list of the responsibilities of a motor vehicle operator, the student *will identify personal advantages in accepting each responsibility.*
		3.1.6.2 Given a list of emotional states, the student *will identify their probable effects on the operation of motor vehicles.*
	3.1.7 Demonstrate minimum performance capabilities required for entry into the highway traffic system as a motor vehicle operator.	**3.1.7.1** Given a simple diagram of an automobile, the student *will locate and explain the function of a specified number of switches, instruments, controls and signal devices in the vehicle.*
		3.1.7.2 Given an opportunity to apply for an Oregon driver's license, the student *will successfully complete the examination.*
		3.1.7.3 Given an opportunity, the student *will demonstrate his ability to change a tire.*

3.0 CITIZEN–STREETS & HIGHWAYS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
3.1 Students will be able to function as responsible individuals when operating automobiles.	**3.1.8** Demonstrate an understanding of alcohol- and drug-related traffic problems.	**3.1.8.1** Given descriptions of behavior affected by levels of intoxication, the student *will rank order their effects on driver performance.*
		3.1.8.2 Given a list of the psychological and physiological effects of depressant drugs, the student *will select three and relate them to driver skill and safety.*
	3.1.9 Demonstrate an understanding of the essential role of automobile safety devices in reducing the incidence and severity of collisions.	**3.1.9.1** Given a list of external automobile safety features, the student *will select two items and define their purpose.*
		3.1.9.2 Given a list of vehicle maintenance procedures that are essential to the safe performance of an automobile, the student *will select three and explain their effect.*
	3.1.10 Explain the need for responsible cooperation with efforts to reduce vehicle emissions.	**3.1.10.1** Given a list of pollutants produced by automobile engines, the student *will select three and describe their adverse effect upon the environment.*
		3.1.10.2 Given a description of methods for reduction of vehicle emission, the student *will rank order them in terms of effectiveness.*
3.2 Students will be able to function as responsible individuals when traveling as motor vehicle passengers.	**3.2.1** Demonstrate an understanding of the protection afforded by passenger restraint equipment.	**3.2.1.1** Given a list of automobile interior safety features, the student *will select three and describe their purpose.*
		3.2.1.2 Given a diagram of a front-seat passenger restraint system, the student *will describe the proper use of the features.*
	3.2.2 Demonstrate a general understanding of the inherent dangers of riding in or on a motor vehicle.	**3.2.2.1** Given a list of protective personal equipment required of motorcyclists for minimum safety, the student *will select three items and describe their purpose.*
		3.2.2.2 Given case studies, the student *will relate fatalities in or on motor vehicles to misuse of safety equipment.*
	3.2.3 Demonstrate understanding of the ways to maximize the safety of all concerned.	**3.2.3.1** Given a list of inconsiderate passenger actions, the student *will select three and explain how they increase the likelihood of the driver losing control.*
		3.2.3.2 Given a list of actions by vehicle occupants in event of a crash, the student *will select and explain three which could enhance chances of survival.*
3.3 Students will be able to function as responsible individuals when driving a bicycle.	**3.3.1** Demonstrate understanding of the rules of the road for bicycle operation.	**3.3.1.1** Given a list of rules of the road for bicyclists, the student *will explain their purpose.*
		3.3.1.2 Given descriptions of local ordinances, the student *will identify the bicycle rules.*
	3.3.2 Demonstrate the proper techniques for operating a bicycle safely.	**3.3.2.1** Given an opportunity to perform a riding skill test on an off-street test area, the student *will successfully turn, ride in a straight line, and stop.*

3.0 CITIZEN–STREETS & HIGHWAYS

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		3.3.2.2 Given an opportunity to perform a riding skill test in an on-street situation, the student *will demonstrate ability to signal and cross the street safely.*
	3.3.3 Recognize the hazardous nature of bicycle travel in a motorized vehicle environment.	**3.3.3.1** Given a list of physical and performance factors involved in a bicycle-car collision, the student *will identify those which operate to the disadvantage of the bicyclist.*
		3.3.3.2 Given a map showing available travel routes in the local area, the student *will select those which may decrease the hazard of motorized vehicles.*
	3.3.4 Relate the extent and severity of bicycle/motor vehicle accidents to the need for safety precautions.	**3.3.4.1** Given data, the student *will identify the ratio of bicycle operator injuries to the number of collisions with automobiles.*
		3.3.4.2 Given a list of available personal protective equipment, the student *will identify those items which will reduce severity of collision impact for the bicyclist.*
3.4 Students will be able to function as responsible citizens when participating in traffic as pedestrians.	**3.4.1** Demonstrate an understanding of proper pedestrian use of sidewalks and roadways.	**3.4.1.1** Given an opportunity to perform in an on-street situation, the student *will demonstrate proper use of signalized pedestrian crossings.*
		3.4.1.2 Given a simulated situation, the student *will demonstrate proper pedestrian procedure along roadways without sidewalks or footpaths.*
	3.4.2 Distinguish between safe and unsafe apparel for pedestrian travel.	**3.4.2.1** Given a list of colors and types of clothing, the student *will identify those considered most safe for pedestrian use in various kinds of weather and illumination.*
		3.4.2.2 Given a list of techniques and items of equipment which can offer supplementary enhancement of pedestrian visibility to motorists, the student *will describe the benefit of each.*
	3.4.3 Recognize safe play areas.	**3.4.3.1** Given a map depicting the local area, the student *will identify safe neighborhood play areas.*
		3.4.3.2 Given case studies in which users of off-street play areas became temporary traffic safety hazards, the student *will identify the factors causing the hazard and suggest alternate behaviors.*

4.0 CONSUMER OF GOODS AND SERVICES

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
4.1 Students will be able to function responsibly in the interrelated roles of wage-earner and wage-spender.	**4.1.1** Estimate with considerable accuracy the take-home pay of any job for which he applies.	**4.1.1.1** Given a simulated check stub, the student *can distinguish between gross pay and take-home pay.*
		4.1.1.2 Given a simulated check stub, the student *can identify the various deductions.*
	4.1.2 Recognize how employment income and other benefits affect financial security.	**4.1.2.1** Given a problem situation, the student *can predict financial implications of payroll deductions and employee benefits.*
4.2 Students will possess the basic tools for reaching financial decisions which will encourage family stability and personal satisfaction.	**4.2.1** Construct a realistic budget for families with different needs.	**4.2.1.1** Given a problem situation, the student *can demonstrate ability to plan a realistic budget for different income levels and priorities.*
	4.2.2 Demonstrate correct use of banking services that aid in personal money management.	**4.2.2.1** Given a simulated activity, the student *can demonstrate ability to write a check, balance a check book, and reconcile a bank statement.*
	4.2.3 Demonstrate how accurately kept records facilitate income tax reporting and help families maintain financial stability.	**4.2.3.1** Given a case study, the student *can use expenditures which have application to income tax reporting as a basis for determining a system of record keeping.*
		4.2.3.2 Given a problem situation, the student *can demonstrate ability to complete an income tax form accurately.*
	4.2.4 Recognize the essential elements of any contractual agreement prior to signing it.	**4.2.4.1** Given samples of common contracts, the student *can point out essential elements of each contract.*
	4.2.5 Estimate the consequences for family finances before signing a legal document.	**4.2.5.1** Given a problem situation, the student *can predict the consequences of a large installment purchase for future family spending.*
4.3 Students will possess the basic skills and knowledge necessary to plan the use of credit in terms of his present and future needs and income.	**4.3.1** Recognize that credit is potentially helpful or harmful, depending on how it is used.	**4.3.1.1** Given a variety of problems, the student *can point out the advantages and disadvantages of using credit in each situation.*
	4.3.2 Evaluate different kinds of credit as a basis for appropriate choices.	**4.3.2.1** Given a simulation activity, the student *can select the kind of credit that would most appropriately meet economic and personal needs.*
	4.3.3 Recognize that the cost of credit will vary according to many factors involved in a transaction.	**4.3.3.1** Given a number of problem situations, the student *can select the least expensive source of credit by computing the dollar cost in each.*
		4.3.3.2 Given a list of credit terms, the student *can define at least three terms commonly used in credit transactions.*
	4.3.4 Evaluate the adequacy of a credit transaction in terms of laws regulating interest rates and disclosure information.	**4.3.4.1** Given a sample contract, the student *can point out the violations of Truth in Lending Act.*
		4.3.4.2 Given case studies involving credit card transactions, the student *can discriminate between the rights and responsibilities of the consumer and the seller.*

4.0 CONSUMER OF GOODS AND SERVICES

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
		4.3.4.3 Given problem situations, the student *can distinguish interest charges which exceed the maximum allowable by law.*
	4.3.5 Understand how family finances and future employability are affected by his credit record.	**4.3.5.1** Given a sample credit report, the student *can predict the consequences of failing to maintain a satisfactory credit record.*
	4.3.6 Understand how legislation aids the consumer in maintaining an accurate credit record.	**4.3.6.1** Upon completion of study, the student *can summarize the legal protection provided consumers by the Fair Credit Reporting Act.*
4.4 Students will be able to make wise decisions when purchasing goods and services.	**4.4.1** Recognize the influence of personal values and marketing techniques on personal purchasing decisions.	**4.4.1.1** Given a sample case study, the student *can name a minimum of five personal factors that could have influenced purchasing decisions.*
		4.4.1.2 Upon completion of study, the student *can describe factors that influence prices the consumer must pay in the marketplace for a specific product.*
		4.4.1.3 Given a variety of techniques, the student *can identify the value of at least one promotional device to the consumer.*
	4.4.2 Analyze the effect of advertising on his choice of goods and services.	**4.4.2.1** Given a variety of resources, the student *can identify the advantages and disadvantages of advertising for the consumer.*
		4.4.2.2 Given a variety of advertising examples, the student *can discriminate between informational and motivational ads.*
	4.4.3 Understand the elements of careful shopping and buying procedures.	**4.4.3.1** Given a variety of simulation or actual situations, the student *can identify techniques for assuring that "sale" purchases are actually bargains.*
		4.4.3.2 Given a case study, the student *can predict the effect of emotional moods on purchasing decisions.*
		4.4.3.3 Given two lists, one of sources of information and one of products or services, the student *can match at least three appropriate sources with each product or service.*
	4.4.4 Analyze the factors affecting choice of retail outlets and services.	**4.4.4.1** Given a case study, the student *can point out the type of retail establishment or service that would provide the best services for consumers with various shopping needs.*
4.5 Students will be able to function as responsible consumers in the marketplace.	**4.5.1** Understand the rights and responsibilities of both buyer and seller in the marketplace.	**4.5.1.1** Given descriptions of consumer practices, the student *can identify those which are considered responsible.*
		4.5.1.2 Given a problem situation, the student *can summarize a reasonable procedure for reporting legitimate problems to the proper authorities.*

4.0 CONSUMER OF GOODS AND SERVICES

PROGRAM GOAL	COMPETENCIES (COURSE GOALS)	SAMPLE PERFORMANCE INDICATORS
	The student will be able to:	
	4.5.2 Recognize fraudulent and deceptive practices in the marketplace.	**4.5.2.1** Given a variety of case studies, the student *can identify specific fraudulent or deceptive trade practices.*
		4.5.2.2 Given a specific situation, the student *can describe appropriate procedures for satisfactory resolution of complaints about fraudulent or deceptive practices.*
	4.5.3 Know the functions and services of various agencies providing assistance to consumers.	**4.5.3.1** Given a list, the student *can match the names of national or state agencies with the activities or commodities they are responsible for regulating.*
	4.5.4 Understand the significance of laws enacted to protect consumer rights.	**4.5.4.1** Upon completion of study, the student *can distinguish which state and federal laws protect consumers in given situations.*